DOCUMENT RESUME

ED 182 445 CE 023 755

AUTHOR Hartley, Nancy K.: And Others
TITLE Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Horticulture.
INSTITUTION University of Northern Colorado, Greeley.
SPONS AGENCY Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE Jul 79
NOTE 40p.: For related documents see CE 023 308, CE 023 747-750, and CE 023 754-756. Best copy available.
AVAILABLE FROM Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Ability: Basic Skills: Career Awareness: Cognitive Ability: Educational Assessment: Educational Diagnosis: Guidelines: Horticulture: Learning Characteristics: *Learning Difficulties: Listening Skills: Mathematics: *Needs Assessment: Postsecondary Education: Psychomotor Skills: Reading Skills: Secondary Education: *Student Ability: Student Characteristics: *Student Needs: Student Testing: Tests: *Vocational Education: Vocational Interests

ABSTRACT

This basic vocational related skills assessment module in horticulture is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182445

DESIGN AND IMPLEMENTATION OF AN ASSESSMENT MODEL FOR STUDENTS ENTERING VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO

Horticulture

BEST COPY AVAILABLE

University of Northern Colorado

July - 1979

Project funded by:

State Board for Community Colleges and Occupational Education

Project Staff:

Project Director - Nancy Hartley
Project Coordinator - Karen Otazo
Graduate Assistant - Connie Cline

CE 023 755

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy Hartley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DESIGN AND IMPLEMENTATION OF AN ASSESSMENT MODEL FOR STUDENTS ENTERING VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO

Each learner should be considered as unique. All students have unique characteristics which are considered by alert teachers in their efforts to foster more effective learning. This is especially true in vocational programs where our opportunities to know each learner are greater than in some other classroom situations.

Douglas Towne
Sydney Wallace

The purpose of this project was to develop materials that could be utilized for informal assessment of students in vocational programs. The materials were then developed into a series of sixteen modules representing the seven service areas of vocational education. These modules will enable teachers to assess and identify some of the areas in which special needs students may encounter learning difficulties.

This project and the resulting modules are based on the assumption that one of the ways that vocational education can provide training "appropriate to the needs and progress of each ... individual," is to assess the needs of each individual. Another assumption is that "modifying" a vocational program may be done in many ways but cannot be done effectively until assessment of student needs has been completed. The modules will provide information that will enable vocational teachers to modify their materials or lessons based on the results of the assessment information.

Information which you obtain from the assessment may be used in the following ways:

grouping of students with similar instructional needs
placement of students in programs
modification of instructional materials
writing goals and objectives for the student
obtaining remedial help
as a model to devise your own materials
writing contracts for behavioral change
giving specific information to supplemental services or support staff for assisstance

Identification of learning problems clarifies the various level of abilities and the learning styles of students. This necessitates individualizing vocational programs and instruction.

The modules include basic academic skill assessment, motor skill assessment, and interest assessment.

The following vocational areas are included in the modules:

1) *Welding*
2) *Sheet Metal*
3) *Agriculture*
4) *Graphic Arts*
5) *Woodworking*
6) *Automotive*
7) *Autobody*
8) *Drafting*
9) *Health Occupations*
10) *World of Work*
11) *Food Preparation*
12) *Child Care*
13) *Distributive Education*
14) *Electricity*
15) *Horticulture*
16) *Business and Office Occupations*

The assessment of student abilities are important for success in the vocational classroom. The basic skills assessment includes Reading Skills, Listening Skills, Using a book to locate information, and Mathematics. The mathematics section covers many of the basic operations and applications of math that is needed in vocational classes.

The reading section offers paragraphs written at two different reading levels; the first paragraph being easy (4-8), the second paragraph more difficult (9-12). Those students who have trouble with both paragraphs will find it difficult to learn through reading.

As a result of the field testing comments, there are two areas which are only included in the module entitled, World of Work. These two areas are "Following Directions" and "Safety Warnings Quiz". They were judged too "easy" for inclusion in all modules. This module was written specifically for students in disadvantaged and handicapped programs.

Materials are color coded for ease of usage and efficiency.

Yellow - *Student Sheets*
White - *Vocational Awareness Questionnaire*
Salmon - *Matrices*
Green - *Teacher Materials*
Gold - *Class Scoring Sheets*

DAILY LIVING COMPETENCIES

PERSONAL CHARACTERISTICS

WORK APTITUDES

MOTOR SKILLS

MATRICES
SKILLS CHECK LISTS

DIRECTIONS TO THE TEACHER:

* This section is designed to assess capabilities that are not easily quantifiable. Therefore, you will use these as observation instruments.
* More than anything else, these are to be used as diagnostic tools to help establish goals and objectives.
* Using the matrices, observe the student over a period of several weeks in several different situations.
* There are many reasons for poor or below average levels of performance. These may include environmental influences and health, i.e., stress, nutrition, physical limitations. The matrices are merely a guide to reflect how well a student is doing in your area.

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT MATRIX SKILLS CHECK LIST													
DAILY LIVING COMPETENCIES:													
Can give personal information													
Money concepts													
Transportation abilities													
Job seeking skills													
Completes work													
Understands directional terms													
Understands safety rules													
Demonstrates cooperation with others													
Punctuality													
Attendance													

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT MATRIX SKILLS CHECK LIST														
PERSONAL CHARACTERISTICS:														
Grooming														
Personal Hygiene														
Physical Tolerance Full Workday														
Peer Relationships														
Self Confident														
Works Well Alone														
Works Well in Group														

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT	MATRIX SKILLS CHECK LIST												
WORK APTITUDES:													
Follows Written Instructions													
Follows Verbal Instructions													
Follows Demonstration													
Retains Instructions													
Improves with Repetition													
Conceptualizes the Problem													
Follows Multi-stepped Instructions													
Uses good judgement													

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT / MATRIX SKILLS CHECK LIST														
MOTOR SKILLS:														
Perform Manipulative Tasks														
Move Around Objects														
Use Large Tools														
Small Motor-eye-hand Coordination														
Two Hand Coordination														
Use Small Tools														
Finger Dexterity														
Steady Work Pace														
Heavy Lifting														

READING SKILLS

DIRECTIONS TO THE TEACHER:

This instrument is designed to assess how well the student understands written materials. The skills are broken into vocabulary, (Question 1-5), main ideas, (Question 6), details or facts, (Question 7), and inference or logical deduction, (Question 8).

1. Have students read each paragraph and then answer the questions on the following page. The students may refer to the original paragraph while completing the questions. (Time: approximately 15 minutes).
2. Collect all sheets.
3. Correct worksheets.

Vocabulary

a. For each vocabulary word listed (Questions 1-5), the student should leave a definition or synonym that shows an understanding of the word as it is used in the sentence. Score vocabulary questions as one (1) point each. Five (5) is a perfect score; zero (0) means none are correct.

Main Idea

b. In Question Six (6) you will assign a score of 1-5. The score should be based on how completely the student comprehends the paragraph.
   1) little knowledge or comprehension
   2) some grasp of paragraph
   3) fair idea of paragraph's content
   4) good idea of paragraph
   5) description which tells what the whole paragraph is about

Details

c. In Question Seven (7) a full score, five (5) points, should be based on whether the student puts down the two important facts.
   1) any one fact in the paragraph
   2) any two facts in the paragraph
   3) one fact that answers the statement well
   4) one fact that answers the statement well and any one that is in the paragraph
   5) Two facts that answer the statement well

Inference

d. In Question Eight (8) you are looking for an understanding that goes beyond what is in the paragraph.

1) any attempt to answer

2) any answer that even addresses the question

3) some idea of an extension of the basic knowledge

4) 5) a good answer which shows an understanding of the implications of the question.

EXAMPLE: A few words which describe what a good title for the paragraph is about would receive a score of four (4).

4. Total the scores (1-8), for each paragraph.

EXAMPLE:

	Paragraph 1		Paragraph 2		TOTAL
Vocabulary	_____	+	_____	=	_____
Main Idea	_____	+	_____	=	_____
Details	_____	+	_____	=	_____
Inference	_____	+	_____	=	_____

5. Enter the score from each area and the total on the class scoring sheet.

6. Paragraph one was chosen for student who have lower reading levels. Paragraph two was chosen for students who read at the high school level.

HORTICULTURE
READING SKILLS I

READ THIS PARAGRAPH:

While many good floral crops may be grown outdoors, some students will find it enjoyable and profitable to operate a small greenhouse as their project. They may use it to:

1. Start seed of vegetable and bedding plants which may be grown into salable-size plants in a COLD FRAME.
2. Grow pot plants, such as begonias, geraniums, kalanchoes, and others.
3. PROPAGATE foliage plants and prepare dish gardens and TERRARIUMS for sale.
4. Grow plants for hanging baskets and plant hanging baskets for sale.
5. WINTER the family pot plants, hanging baskets, and other TENDER plants.

ANSWER QUESTIONS ON THE NEXT PAGE

George S. Williams, Greenhouse Flowers and Bedding Plants for Agribusiness Studies, Interstate Printers & Publishers, Inc., Danville, IL, 1975.

NAME_____

HORTICULTURE
READING SKILLS I

DIRECTIONS TO STUDENT:

Please tell what the following words mean as they are used in the previous paragraph.

1. COLD FRAME_____

2. PROPAGATE_____

3. TERRARIUMS_____

4. WINTER_____

5. TENDER_____

VOCABULARY_____
(0-5)

6. What is this paragraph about?_____

MAIN IDEA_____
(1-5)

7. What are two ways to use your greenhouse?_____

DETAILS_____
(1-5)

8. Why would you want to operate a small greenhouse?_____

INFERENCE_____
(1-5)

TOTAL SCORE_____

HORTICULTURE
READING SKILLS II

READ THIS PARAGRAPH:

VIABILITY of seed refers to the seed's being capable of developing a new plant under FAVORABLE GERMINATING conditions. The seed may appear normal, but for various reasons it may be INCAPABLE of germinating. The age of the seed, the method of storage, the completion of the "after RIPENING period", and other factors will affect seed viability.

ANSWER THE QUESTIONS ON THE NEXT PAGE

George S. Williams, Greenhouse Flowers and Bedding Plants for Agribusiness Studies, Interstate Printers & Publishers, Inc., Danville, IL, 1975.

NAME _____

HORTICULTURE
READING SKILLS II

DIRECTIONS TO STUDENT:
Please tell what the following words mean as they are used in the previous paragraph:

1. VIABILITY _____

2. FAVORABLE _____

3. GERMINATING _____

4. INCAPABLE _____

5. RIPENING _____

VOCABULARY _____ (0-5)

6. What is this paragraph about? _____

MAIN IDEA _____ (1-5)

7. Name two factors which could affect a seed:
(1) _____
(2) _____

DETAILS _____ (1-5)

8. Why is viability so important? _____

INFERENCE _____ (1-5)

TOTAL SCORE _____

LISTENING SKILLS

DIRECTIONS TO THE TEACHER:

This test is designed to indicate how well your students use their auditory skills. They will be listening to a passage that is read two times. Then they will fill in the missing words on the answer sheet.

In order to utilize the Listening Skills Unit, the listening skills paragraph needs to be taped or read to the students by you.

Please read the directions on the student sheets to the class. The students may write on their answer sheets at any time during the two readings. The students should be asked to read the test sheet before listening to the tape.

GRADING:

The number correct is the total number of correct words filled in the blanks. Please accept reasonable substitutes for the words. Overlook poor spelling.

HORTICULTURE
LISTENING SKILLS

Light is very important to the germination of some species, while other species will germinate better under total darkness. If light is a critical factor one way or the other, most seed catalogues give this information. If no mention is made of light's being a critical factor, the normal lighting found in the propagating room will be satisfactory.

However, immediately after germination takes place, good light on the seedbed is most desirable. Stored food in the seed provides energy for the new plant until its green leaves develop and it is capable of manufacturing its own food. When the plant begins the process of photosynthesis (formation of food within the plant) light is a most essential factor. For this reason, seedling plants should be given good light as early as possible. In addition to being essential to the food-making process, good light is needed to develop sturdy plants.

PARAGRAPH TO BE READ OR TAPED

HORTICULTURE
LISTENING SKILLS

ANSWERS

1. Light is very important to the germination of some species.
2. Others germinate in total darkness.
3. If light is a critical factor most seed catalogues give this information.
4. Good light in the seedbed is desirable.
5. Stored food in the seed provides energy to the new plant until its green leaves develop.
6. When the plant begin photosynthesis light is essential.
7. Seedling plants should have light as early as possible.
8. Good light is needed to develop sturdy seedling plants.

LISTENING SKILLS

DIRECTIONS TO STUDENT:

You will hear a passage read from the book just mentioned. The passage will be read once quickly and then again slowly.
Listen carefully to the passage each time it is read. As you listen to the passage being read fill in the blanks. You will fill in the facts that you hear on your answer sheet.

READ YOUR SHEET THROUGH BEFORE LISTENING TO THE TAPE.

NAME_____

HORTICULTURE
LISTENING SKILLS - Student Worksheet

1. _____is very important to the germination of some species.
2. Others germinate in total _____.
3. If light is a critical _____ most seed _____ give this information.
4. Good light in the _____ is desireable.
5. Stored _____in the seed provides energy to the new plant until its green _____ develop.
6. When the plant begins _____light is essential.
7. Seedling plants should have light as _____ as possible.
8. Good light is needed to develop sturdy _____ plants.

PARTS OF A BOOK

DIRECTIONS TO THE TEACHER:

Being able to locate information in a book is an important skill in most vocational areas. This test is designed to indicate the student's information locating ability in using a TABLE OF CONTENTS and an INDEX.

The student will use a table of contents and an index from your vocational area to answer five questions for each of the two areas. CAUTION students that the Table of Contents and/or Index may have more than one page. Ask students to check all pages before writing down their answers.

SCORING:

Correct the two parts and enter the total score on the class-scoring sheet.

Example:

Score - Table of Contents . . . . . _____

Score - Index . . . . . + _____

(0-10) _____

HORTICULTURE
PARTS OF A BOOK

ANSWERS:
Index

1. page(s) 215-216
2. page(s) 257-259
3. page(s) 159
4. page(s) 49-51
5. page(s) 176

Table of Contents

1. Page (s) 205
2. Page (s) 95
3. Page (s) 61
4. Page (s) ix
5. Page (s) 153

PARTS OF A BOOK

DIRECTIONS TO THE STUDENT:

There will be two parts to this section.

Using a Table of Contents
Using an Index

*Answer the Table of Contents questions by using the Table of Contents that follows.

*Answer the Index questions by using the Index that follows.

NAME_____

HORTICULTURE
PARTS OF A BOOK

TABLE OF CONTENTS

Using the table of contents answer the following questions.

On which page(s) would you find:

1. Starting plants from seed? 1. Page(s)_____
2. Arranging flowers? 2. Page(s)_____
3. Growing cut flowers? 3. Page(s)_____
4. Preface? 4. Page(s)_____
5. Building a greenhouse at your school? 5. Page(s)_____

Table of Contents

To the Teacher	v
Publisher's Preface	ix
Acknowledgments	xi
PART ONE: THE FLORIST INDUSTRY	
1. The Florist Industry and Vocational Agribusiness	3
2. Selecting Pot Plants to Grow	15
3. Growing Pot Plants	41
4. Selecting and Growing Cut Flowers	61
5. Floral Crops for Home Projects	75
6. Flower Arranging	95
7. On-Campus Greenhouse Construction	153
8. Heating, Cooling, and Ventilating School Greenhouses	171
PART TWO: THE BEDDING PLANT INDUSTRY	
9. The Bedding Plant Industry Related to Vocational Agribusiness	193
10. Starting Bedding Plants from Seed	205

George S. Williams, Greenhouse Flowers and Bedding Plants for Agribusiness Studies, The Interstate Publishers, 1975.

NAME_____

HORTICULTURE
PARTS OF A BOOK

INDEX:

Using the index answer the following questions.

On which page(s) would you find:

1. Prevention of damping-off ?	1. page(s)_____
2. How to grow vegetable plants?	2. page(s)_____
3. Mercury, an injurious wood preservative?	3. page(s)_____
4. Methods of watering pot plants?	4. page(s)_____
5. Heating greenhouses by steam?	5. page(s)_____

INDEX

Starting bedding plants from seed, 17, 205-216
  care during period, 209-216
  damping-off, 214-216
    causes, 215
    prevention, 215-216
  germination media, 211-214
    desirable characteristics, 211
    kinds, 211-214
  germination requirements, 205-209
  planting, 213, 216
  providing bottom heat, heating blankets, 17
  seed flats, 210-211
    common sizes, 210
    preparation, 210
    sterilizing used flats, 211
  watering, 213-214
Steam heating greenhouses, 176
Steam sterilization (media), 45
Styrofoam, 121-123

Temperature differential, 173
Terracolor, 215
Terrariums, 28-29
Transplanting bedding plant seedlings, 233-239
Truban, 215
Turbulators, 189
Tying bows, 138, 147

Vapam, 48
Vegetable plants to grow, 257-259
Vermiculite, 212
Viable Seed, 209
Vinyl film, 164-165
Vorlex, 48

Washed-air cooling systems (See Fan-pad cooling)
Watering, bedding plants, 206, 213-214, 238-239, 243-245
  after transplating, 239
  during growing period, 243-245
  moisture and seed germination, 206
    redugin water needs, 213
  seed flats prior to planting, 213-214

Watering, pot plants, 49-53
  electric value (solenoid) controls, 49
  frequency, 51-53
  general suggestions, 52-53
  methods, 49-51
  time of day to water, 52
White wash, 188
Wiring flower stems, 126, 140, 149
Wood preservatives, 159
  injurious
    creosote, 159
    mercury, 159
    pentachlorophenol, 159
  safe
    copper naphthanate, 159
    Wolman salts, 159

SOURCE: Williams, George S., Greenhouse Flowers and Bedding Plants for Agribusiness Studies, Interstate Printers & Publishers, Inc., Danville, IL 1975.

MATHEMATICS TEST

DIRECTIONS TO THE TEACHER:

This test is designed to assess skill areas that might be needed in a vocational class.

The skills cross vocational areas.

The first ten questions comprise a basic skills assessment. The rest of the test uses various kinds of skills in diverse mathematical areas.

A student should not spend too much time on any one problem. He/she should be given extra time if necessary.

1. Allow one hour for students to complete this test.
2. Score the answers on the students' test.
3. Subtract the number missed from forty-two (42).
4. Enter the score on the class scoring sheet.

It is easy to tell which areas a student is weak in by referring to the test itself.

This is important when there are only a few wrong.

MATHEMATICS

Answer Key

1a. 13

1b. 1373

2a. 6

2b. 1622

3a. 4/5

3b. 10 7/8

4a. 4/7

4b. 1 6/8, 1 3/4

5a. 17.67

5b. 3 ft. 5 in.

5c. 2.87

5d. 75 centimeters

6a. 36

6b. 131274

7a. 5

7b. 107

8a. 17 ½

8b. 63/16

9a. 25

9b. 61/15

10a. .0030

10b. 3.774

10c. 8.1

10d. .7

11. 0.41

12. 5280 square feet

13. 0.910, 09.10, 091.0, 0910

14. $180

15. $342.45

16. 2 feet 3 inches

17. $48.80

18a. 3/4

18b. 4 1/8

18c. 5 ¼

19d. 1 1/8

19e. 7/8

19f. 1 3/4

20. ½ cup

21. 4 cups

22. 7:00

23. 7 hours

24. $2.50

25. 160 meters

26. 2 hours

MATHEMATICS

DIRECTIONS TO THE STUDENT:

*TRY EACH QUESTION.

*DO NOT SPEND A LONG TIME ON ANY ONE QUESTION.

*USE THIS SHEET TO WORK OUT ANSWERS.

*ASK FOR AN EXTRA SHEET OF PAPER IF YOU NEED IT.

* DO NOT WORRY IF SOME QUESTIONS ARE TOO HARD FOR YOU.

NAME_____

MATHEMATICS TESTING SECTION

DIRECTIONS TO STUDENT:

Solve each problem and put answer in the space provided. Don't spend alot of time on any one problem.

			ANSWERS
1a. $\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$	b. $\begin{array}{r} 782 \\ +591 \\ \hline \end{array}$		1a. _____
			1b. _____
2a. $\begin{array}{r} 18 \\ -12 \\ \hline \end{array}$	b. $\begin{array}{r} 4001 \\ -2379 \\ \hline \end{array}$		2a. _____
			2b. _____
3a. $\begin{array}{r} 1/5 \\ +3/5 \\ \hline \end{array}$	b. $\begin{array}{r} 7\ ½ \\ +3\ 3/8 \\ \hline \end{array}$		3a. _____
			3b. _____
4a. $\begin{array}{r} 5/7 \\ -1/7 \\ \hline \end{array}$	b. $\begin{array}{r} 3\ 5/8 \\ -1\ 7/8 \\ \hline \end{array}$		4a. _____
			4b. _____
5a. Add: 14.6 to 3.07	b. Add: $\begin{array}{r} 1\text{ft.}8\text{in.} \\ 1\text{ft.}9\text{in.} \\ \hline \end{array}$		5a. _____
			5b. _____

NAME _____

Mathematics Testing Section

5c. Subtract: 15.63 from 18.5

d. Subtract:
3 meters 3.0 CM
- 2 meters 55 CM

ANSWERS

5c. _____

5d. _____

6a. $\begin{array}{r} 12 \\ \times\ 3 \\ \hline \end{array}$

b. $\begin{array}{r} 429 \\ \times 306 \\ \hline \end{array}$

6a. _____

6b. _____

7a. $5\overline{)25}$

b. $26\overline{)2782}$

7a. _____

7b. _____

8a. $7 \times 2\frac{1}{2}$

b. $1\ 3/4 \times 2\frac{1}{4}$

8a. _____

8b. _____

9a. $6\frac{1}{4} \div \frac{1}{4}$

b. $7\ 5/8 \div 1\ 7/8$

9a. _____

9b. _____

10a. $\begin{array}{r} .06 \\ \times .05 \\ \hline \end{array}$

b. $\begin{array}{r} 10.2 \\ \times\ .37 \\ \hline \end{array}$

10a. _____

10b. _____

10c. _____

10d. _____

c. $8\overline{)64.8}$

d. $2.50\overline{)17.5}$

NAME_____

Mathematics Testing Section

11. Write forty-one hundredths as a decimal.

ANSWER_____

12. What is the bottom floor area of a house which has the following dimensions: 96 ft. long, 55 ft. wide?

ANSWER_____

13. Arrange the following numbers from the smallest to the largest.

0910. 9.910 091.0 09.10

ANSWER_____

14. As an apprentice you are paid $3.93 an hour. For a 50 week year you work 40 hours each week. What is your yearly income?

ANSWER_____

15. Four (4) apprentice machinists worked 7½ hours each day for $3.93 an hour. Five master electricians worked 6 3/4 hours each day at $9.75 an hour. How much must the contractor pay in total wages for the week?

ANSWER_____

16. Three pieces of pipe, 2 feet 7 inches long are cut from a 10 foot length. How much is left?

ANSWER_____

NAME_____

Mathematics Testing Section

17. In 5 workdays, a welder earns $50, $55, $42, $65, and $32. What is the average earning per day.

ANSWER_____

18. Reading <u>one-eighth rule</u> below, use the drawing below and give the reading of the indicated points.

a. Reading at point C _____

b. Reading at point K _____

c. Reading at point M _____

19 Find the distance between the following letters. (BE SURE TO GIVE ANSWERS IN LOWEST TERMS). Show your work.

d. A to D _____

e. J to L _____

f. I to M _____

20. ⅛ cup + ⅛ cup = _____

ANSWER_____

NAME_____

Mathematics Testing Section

21. How many cups in a quart?

ANSWER_____

22. If John starts baking a cake at 5:00 and the cake takes one hour to bake, at what time will it be finished?

ANSWER_____

23. If Mary and Jane start a project at 9:00 a.m. and need to finish it before 12:30 p.m. what is the total amount of time they have to do it?

ANSWER_____

24. Sue completes an oil change and will also do a lube job on the car. The oil change should take 15 minutes and the lube will also take 15 minutes. If Sue makes $5.00 an hour, how much will she make for these two jobs?

ANSWER_____

25. A field is 30 meters wide and 50 meters long. How many meters of fence will it take to go around the outside of the field?

ANSWER_____

26. You work 40 hours a week. You spend 5% of the time doing clean-up work. How much time is this per week?

ANSWER_____

NAME_____

VOCATIONAL AWARENESS QUESTIONNAIRE

1. Name 2 jobs that you think you could do right now, without any training:
   1._____
   2._____
2. Name 2 jobs that you would like to do, if you had the training:
   1._____
   2._____
3. How much money do you think you will make on your first job?
   _____per hour _____per week
4. What job would you like to have 5 years from now?
   _____
5. Would you like to work:
   Inside_____
   Outside_____
6. Would you like to work:
   With other people_____
   By yourself_____
7. Would you do non-clean work?
   Yes, I would_____
   No, I won't_____
8. Have you ever worked and received a paycheck? Yes_____ No_____
9. What kind of work did you do? _____
10. What kind of work does your parent or guardian do?
    Father_____ Mother_____
    Guardian_____
11. Do you have a driver's license? Yes_____ No_____
12. Name any hobbies or interests you have. _____
    _____
13. Which kind of work would you like better? (CHECK ONE (1)).
    _____One with new things to learn each week.
    _____One where you could learn only one or two things well.

_____

Adapted from: St. Louis Special School District

CLASS SCORING SHEET

DIRECTIONS TO THE TEACHER:

1. Enter all scores on to the class scoring sheet for each student in your class.
2. Circle or highlight all scores below 50% of total in each section.
3. You can use the results to:
   a. Locate areas of weakness that may need to be taught in the classroom.
   b. Group students for extra help.
   c. Refer students for help or support services.
   d. Prepare lessons and tests.
   e. Set individual and class goals.
   f. Place students in vocational programs.

CLASS SCORING SHEET

STUDENT Skill Area
Vocabulary
Main Idea
Details
Inference
Reading Skills Total Score
Listening Skills
Parts of Book
Following Directions (World of Work ONLY)
Safety Words Quiz (World of Work ONLY)
Mathematics